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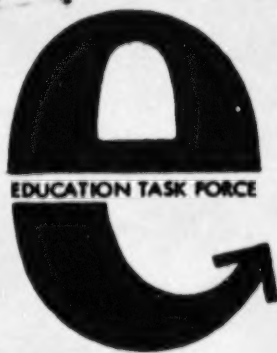
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ABSTRACT

This report asserts that counselors must become student advocates, working with students to assure that they get help to fulfill all their educational needs; guidance counseling has become a highly skilled profession. Most come into the profession full of promise, wanting to perform as student advocates. Student advocates are needed to fulfill the role of counselor. In addition, they are needed to work with teachers, administrators, parents, institutions, agencies, and other community people in helping them understand the counseling function. The Education Committee of the Education Task Force believes that the Detroit Public Schools cannot afford to have professional counselors function only as disciplinarians, record keepers and clerks. A survey of the counseling situation in the Detroit schools reveals, it is held, that in all but a few junior and senior high schools this intolerable situation is prevalent. The Education Committee and/or the Task Force staff has held discussions with counselors, the Superintendent of the Office of City-Wide Programs and Pupil Services, the Director of the Department of Pupil Personnel Services, teachers, students, dropouts, parents, and community folk. Staff has reviewed relevant literature, noted stories in journals and the popular press, and has examined previous studies, proposals, and contractual agreements between the Detroit Central Board of Education and the administrators and teachers. (Author/JM)

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EDUCATION TASK FORCE

GUIDANCE AND COUNSELING RECOMMENDATIONS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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The Education Task Force is advancing eight major recommendations and two sub-recommendations to the Central Board of Education for consideration. We are convinced that if these recommendations are implemented and sustained, there will be major improvements in the provision of guidance and counseling services to all Detroit Public School students. We also believe that if an improved guidance and counseling program is to succeed it must have top level commitment. The Central and Regional Boards of Education, the General Superintendent, Central Administrators, and Regional Superintendents must demonstrate the commitment, the drive, and the insistence that the final goals and objectives of this improved guidance and counseling program will be achieved.

The Education Task Force recommends that the Central Board of Education make the improvement of Guidance and Counseling the highest priority, second only to the improvement of reading and communication skills.

IT IS IMPERATIVE THAT:

1. THE CENTRAL BOARD OF EDUCATION MAKE A COMMITMENT TO PROVIDE THE PERSONNEL AND BUDGET TO IMPROVE GUIDANCE AND COUNSELING IN THE DETROIT PUBLIC SCHOOLS.
2. COUNSELORS FUNCTION AS STUDENT ADVOCATES.*
3. THE POSITION OF GUIDANCE AND COUNSELING DEPARTMENT HEAD MUST BE ESTABLISHED IN EVERY JUNIOR AND SENIOR HIGH SCHOOL.
4. THE CENTRAL BOARD OF EDUCATION ASSIST EACH REGION TO BEGIN IMMEDIATELY THE ESTABLISHMENT OF GUIDANCE AND COUNSELING SERVICES BY FULL TIME PROFESSIONALS FOR ELEMENTARY AND MIDDLE SCHOOLS.
5. A REGION GUIDANCE AND COUNSELING SUPERVISORY POSITION BE ESTABLISHED ON EACH REGIONAL ADMINISTRATIVE STAFF.

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*A student advocate acts in the best interests of the student for his educational growth and direction.

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6. A GUIDANCE AND COUNSELING COMMITTEE BE ESTABLISHED IN EACH JUNIOR AND SENIOR HIGH SCHOOL.
7. THE CENTRAL BOARD OF EDUCATION DEVELOP AN EXPANDED PROFESSIONAL DEVELOPMENT PROGRAM FOR ALL SCHOOL PERSONNEL COMMENSURATE WITH THEIR AREA OF RESPONSIBILITY IN IMPROVING GUIDANCE AND COUNSELING FOR STUDENTS.
8. THE CENTRAL BOARD OF EDUCATION SUPPORT THE GUIDANCE AND COUNSELING DEPARTMENT'S SUGGESTIONS FOR REORGANIZATION OF CERTAIN ROUTINE DUTIES, SUCH AS (1) CLERICAL SERVICES, (2) DISCIPLINE, (3) SPECIAL NON-COUNSELING FUNCTIONS, (4) COORDINATED ACTIVITIES.

SUB-RECOMMENDATIONS

IT IS IMPERATIVE THAT THE CENTRAL BOARD OF EDUCATION:

1. DIRECT THE OFFICE OF SCHOOL HOUSING TO SURVEY THE HOUSING NEEDS OF AN IMPROVED GUIDANCE AND COUNSELING DEPARTMENT IN EACH JUNIOR AND SENIOR HIGH SCHOOL TO PROVIDE ADEQUATE FACILITIES.
2. PROVIDE AND PROTECT ADEQUATE FUNDS FOR EACH REGION TO IMPROVE GUIDANCE AND COUNSELING:
 - a) AWARD EACH JUNIOR AND SENIOR HIGH SCHOOL A BUDGET FOR MATERIALS, SUPPLIES AND PERSONNEL COSTS WHICH WILL INCLUDE A GUIDANCE AND COUNSELING DEPARTMENT HEAD, COUNSELORS, AIDES AND CLERK-TYPISTS.
 - b) AWARD TO EACH ELEMENTARY AND MIDDLE SCHOOL A BUDGET FOR MATERIALS AND SUPPLIES, IN ADDITION, THOSE PERSONNEL COSTS DETERMINED BY THE MODEL APPROPRIATE FOR EITHER THAT INDIVIDUAL SCHOOL OR CLUSTER.

NOTE: In addition to this document, the Education Committee of the Education Task Force has prepared a paper, entitled "Recommendations to Improve Guidance and Counseling," which offers the rationale behind the recommendations. Copies are available upon request.

EDUCATION COMMITTEE
RECOMMENDATIONS TO IMPROVE
GUIDANCE AND COUNSELING

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I. PREAMBLE

Education is the key to survival. Yet, as always, education is guidance and counseling, and guidance and counseling is education. Therefore, education does not merely happen within the cubicle of a classroom.

It takes place in a small African village with a mother pointing out to her young ones the difference between an edible plant and a poisonous herb, and in a tiny room on Detroit's East side with a youngster setting his math book aside to learn from a friend how to test, roll, and sell a \$5.00 bag of marijuana. Good or bad, the world is a classroom and some form of education or guidance and counseling happens to and within the total life of a human.

In the 1800's, survival for the Detroit youngster was much like that in the African village. Detroit was mostly rural and farming was the main way of life. There was little in the surroundings of these hard-working farm people to threaten their moral standards. Parents took pride in their youngsters growing up to live good lives. Therefore, in the home and the church, youngsters were educated and guided in their 19th century moral habits. There was almost no career education in the schools. Schools were left with the primary responsibility of the three R's.

Undoubtedly, education is as old as life itself, for it is an inseparable part of life. Like the basic principles of life, the basic principles of education did not change. But as life became more diversified, education and life choices became more diversified. Today the Detroit youngster lives his life with mass media, mass technology, and mass people from every mentionable and unmentionable way of life. He is educated by masses of masses, bombarded with masses of choices, and is expected to not only survive but to be an upright, honest-to-goodness citizen. The modern day Detroit parent wants a good life for his youngster.

But with all the unfamiliar complexities that exist in Detroit today, most parents do not know enough to guide their youngsters alone, and must, therefore, reach out to the community for help. Thus, every year millions of tax dollars worth of confidence is sacrificially poured into the community social services, special guidance programs, and schools, all for the sake of improving the life chances of youth.

Schools have a greater responsibility than ever before. First and foremost, parents look to and expect the schools to help lay out the plans for the total lives of their youngsters. Everyday the school bell rings and each student who enters the classrooms is a total of all his life experiences. School is expected to compete with, compromise or complement these experiences and ultimately convince the student that learning in school is worthwhile to his life. Since the 1800's Detroit society has changed, the youngster has changed, and on paper, education has changed by putting added emphasis on career guidance and counseling. In reality, the public school system continues in its efforts to meet its obligations as was done in the 1800's by stressing the three R's and doing very little about guidance counseling. Thus, separating education from guidance and counseling, it is evident that this approach is not working today. Statistics show that in the

City of Detroit roughly 1,000 students drop out of school each month. Newspapers print that industry cannot find qualified persons to fill job vacancies. Reports state that thousands of people are unemployable, including degree holding persons who specialized in professions that will be overcrowded as far as ten years into the future. Students complain of missing out on higher education opportunities due to a lack of information about scholarships.

Guidance and Counseling in the Detroit Public Schools must become more than words written in the Administrators' Handbook. Counselors must become student advocates, working with students to assure that they get help to fulfill all their educational needs. Guidance and Counseling is Education. Education is the key to survival.

II. OVERVIEW

In the 1930's when the position of counselor in the senior high school was created, the "House Principals" became the first counselors. In this new position, they carried with them or were assigned many of the quasi-administrative functions, such as handling of discipline referrals, maintaining attendance records, and checking daily absence exercises. ¹ These functions have continued to be performed by counselors through the years.

Until 1968, counselors in the Detroit Public Schools were "promotional counselors." They were in most instances teachers who were able to "control" their classes, teachers with muscle, and teachers who exhibited administrative skills. The majority had no professional training or experience in guidance and counseling. Today (1975), Guidance Counseling has become a highly skilled profession. The position of counselor is no longer a promotional one; instead, it is a lateral teacher transfer with no salary differential. Now teacher-counselors have teaching experience, plus a masters' degree in guidance and counseling. Most come into the system full of promise, wanting to perform as student advocates. A student advocate acts in the best interests of the students, for their educational growth and direction. (Guidance and counseling functions are described in the rationale for recommendation two.) Student advocates are needed to fulfill the role of counselor in the area of educational, vocational, and personal counseling. In addition, they are needed to work with teachers, administrators, parents, institutions, agencies, and other community people in helping them understand the counseling function. The need is urgent. The Education Committee of the Education Task Force believes that the Detroit Public Schools cannot afford the travesty of having professional counselors function only as disciplinarians, record keepers and clerks, while the guidance and counseling needs of students go wanting. A survey of the counseling situation in the Detroit schools reveal that in all but a few junior and senior high schools this intolerable situation is prevalent. It is time that counselors counsel youth or be eliminated. We cannot continue to allow our youngsters to make educational decisions by chance, not receiving information about scholarships, to graduate without useable skills, to be unprepared for life, to become alienated because of unsolved problems, or to simply drift away from school because no one had time for them, while counselors are saddled with papers and passes.

In search for probable solutions to an intolerable situation, the Education Committee and/or the Task Force staff has held discussions with counselors; the Superintendent of the Office of City-Wide Programs and Pupil Services, the Director of the Department of Pupil Personnel Services, the Director of Project NALAC (Northeastern Accelerated Learning Achievement Center), teachers, students, dropouts, parents, community folk. Staff has reviewed relevant literature,

¹Alice Morris, Department of Guidance and Counseling, Detroit Public Schools.

noted stories in journals and the popular press, and has examined previous studies, proposals, contractual agreements between the Detroit Central Board of Education, and the administrators and teachers. We also reviewed the Administrative Handbook of the Detroit Public Schools.

The Committee and staff knows that much of what can be done to improve guidance and counseling has already been identified and documented in reports, proposals and contracts. Most were written by the administrative and/or counseling staff of the Detroit Public Schools in clear, concise language. In addition, the school system has three pilot projects involving improved counseling, which demonstrated that improvements can be made:

- The "Restructured Guidance and Counseling Program" was initiated in five schools in the fall of 1969 and expanded to a total of ten schools in the fall of 1970. This program essentially eliminates most of the counselors paperwork.
- Northeastern Senior High School and Greusel Junior High School have a federally funded dropout prevention program, called Northeastern Accelerated Learning Achievement Center (NALAC). The program does not involve staff guidance counselors, however, it delivers effective counseling. The methodology used has positive application for any strong student centered program.
- Five regions have a federally funded Developmental Career Guidance Program in selected elementary schools. Counselors and para-professionals work with teachers and students to familiarize them with the many career possibilities. Trips for teachers and students are arranged to various industrial and business establishments. In addition, audio visuals and speakers are utilized. Evaluation of the program indicates that it is successful.

The Committee believes that the Director of the Department of Pupil Personnel Services displays the talent and the commitment to improve the delivery of guidance and counseling services to our children, youth and adults. What is needed is a strong commitment from the Detroit Board of Education and top level administrators to secure the funds and personnel to implement the changes necessary to provide an effective guidance and counseling program.

Documents and abstracts of articles, proposals, reports and projects referred to in this section are included in the appendices.

III. RECOMMENDATIONS

A. Commitment

1. IT IS IMPERATIVE THAT THE CENTRAL BOARD OF EDUCATION MAKE A COMMITMENT TO PROVIDE THE PERSONNEL AND BUDGET TO IMPROVE GUIDANCE AND COUNSELING IN THE DETROIT PUBLIC SCHOOLS.

It is a simple fact, that unless there is top level commitment from the Central and Region Boards of Education, and from top level administrators to provide the money and personnel needed to implement an improved guidance and counseling program, it will not happen.

B. Functions

2. IT IS ESSENTIAL THAT COUNSELORS FUNCTION AS STUDENT ADVOCATES.²

All students need counseling and guidance. The Detroit Public Schools must restructure the role and function of the counselor to that of student advocate. Counselors must be relieved of the chores which prevent them from devoting the majority of their time working directly with and for students who need their services so desperately.

Counselors who function as student advocates must be strong, sensitive and well trained because their responsibilities will be varied. Among other things they will:

- work in concert with the administrative and teaching staff to remedy inhibiting (often harmful) school procedures.
- work directly with groups or individual students to assist them in eliminating emotional or attitudinal problems that prevent learning.
- provide educational and vocational career guidance.
- help identify gifted and talented students as those who are working below their potential and take steps to help them receive additional, specialized educational opportunities.
- work to provide students greater choices and flexibility in program.
- actively seek financial aid and scholarships for students who want to attend college, vocational or technical schools.

²A student advocate acts in the best interests of the student for his educational growth and direction.

- develop positive working relationships with parents and the general community agencies relating to guidance and counseling for career development of the individual student.
- intensify their work on dropout prevention, dropout counseling, and dropout follow-up.

Bilingual and bicultural counselors should be provided in schools with a heavy concentration of bilingual students whenever possible. At the very least, these schools should have bilingual/bicultural paraprofessional consultants or community aides.

3. THE POSITION OF GUIDANCE AND COUNSELING DEPARTMENT HEADS MUST BE ESTABLISHED IN EVERY JUNIOR AND SENIOR HIGH SCHOOL.

An effective total school approach to guidance is difficult to achieve unless leadership is identified. This means that someone needs to be designated as coordinator of guidance. The person must have an adequate background in guidance and counseling and be able to work cooperatively with people. He must be a student advocate if the needs of the students are to be met.

Department heads of guidance and counseling would have varied leadership responsibilities. Listed below are some responsibilities suggested in the "Plan for Restructuring the Secondary School Guidance and Counseling Program in the Detroit Public Schools" (as amended March 21, 1974).

- He will supervise the counselors within the school in which he works.
- He will offer leadership in establishing sound guidance practices in classroom and other settings throughout the school.
- He will work with school administrators and other staff in developing guidance and counseling programs which will effectively advance the aspirations and achievement of students.
- He will coordinate all types of special guidance projects that are functioning within his school.
- He will be the major guidance liaison agent between his school and all "feeder" schools.
- He will be the major coordinator in acquiring and disseminating information that relates to such areas as referral services, group and individual testing, trends in curriculum development, and student programming.

- In a high school setting, he will be responsible for seeing that the school in which he is working has an effectively functioning system for obtaining scholarships for students.
- He will be responsible for seeing that all counselors in his school obtain and utilize the most up-to-date information possible as to vocational opportunities.
- He will consult with and help counselors work out adjustment problems with students.
- He will coordinate the activities of attendance and clerical aides who provide services to the counseling staff.
- He will coordinate student health and other related services. Depending upon the size of the counseling staff and the nature of problems in the school, he may be expected to have a partial load of students assigned to him for counseling.

In addition, the guidance and counseling department head should actively seek the participation of all school personnel. If a counseling program is to function effectively, a supportive climate in the school is essential. The department head should facilitate the formation of a counseling team consisting of: counselors, teachers, social workers, psychologists, health specialists, and other relevant adults to implement the buildings "tailor made" guidance and counseling plans.

4. IT IS NECESSARY THAT THE CENTRAL BOARD OF EDUCATION ASSIST EACH REGION TO BEGIN IMMEDIATELY THE ESTABLISHMENT OF GUIDANCE AND COUNSELING SERVICES BY FULL TIME PROFESSIONALS FOR ELEMENTARY AND MIDDLE SCHOOLS.

The Education Task Force is cognizant of the high cost of this recommendation, but the Task Force believes that the long range advantages of a guidance and counseling program in the lower grades make the expenditures necessary.

The young student is also in critical need of counseling and guidance services. Research tells us that many of the problems of youth begin in elementary schools. Youngsters who are having problems in academic or social areas can be identified and helped. Alienation of many of our youth could be prevented if effective guidance and counseling programs began in elementary schools.

The Detroit Public Schools must develop effective procedures whereby different school personnel, who are concerned with the same students, are able to pool their concerns and understanding. In elementary and middle

schools, teachers perform the primary counseling and guidance function. However, with the advent of career education and the spiraling necessity for professional guidance and counseling services, the need for counselors in elementary and middle schools is evident.

The Education Task Force believes that the guidance and counseling needs of elementary and middle schools are unique and that each school or cluster of schools should develop plans that serve their particular needs.

C. Organizational Structure

5. IT IS IMPERATIVE THAT A GUIDANCE AND COUNSELING SUPERVISORY POSITION BE ESTABLISHED ON EACH REGIONAL ADMINISTRATIVE STAFF.

Effective guidance and counseling programs in the regions need professional guidance and supervision. The region guidance and counseling supervisor will function as liaison between those with guidance and counseling leadership responsibilities on the central, region and building levels. He will facilitate the development of standards for effective guidance and counseling by working with region and school administrators, guidance and counseling department heads, counselors, school staffs, student and community groups in developing guidance programs that serve the unique needs of the regions and the schools within the regions. In addition he should:

- Be responsible for the quality of the guidance program in each building in his region.
- Supervise counseling programs and staffs in the schools.
- Provide in-service training for new and experienced counselors to improve their effectiveness as counselors.
- Provide leadership in developing an effective functioning liaison with universities, community colleges, technical schools, business and industry, and agencies concerned with servicing children and youth.
- Facilitate the proper flow of educational, career and vocational guidance information and materials to counseling personnel to all schools.

The region guidance and counseling supervisor will work closely with the Department of Pupil Personnel Services to facilitate the organization of relevant private or tax supported agencies into a Counseling and Guidance Consortium within a larger city-wide structure of child advocacy. This consortium should consist of the many institutions and agencies which function to promote the

education and welfare of children and youth. They would work collectively and cooperatively in a systematic manner in order to prevent replication of service whenever possible.

It is possible that persons presently at central level, can be deployed to the regions. The necessary funds which support these persons must follow them to the regions.

6. IT IS IMPERATIVE THAT A GUIDANCE AND COUNSELING COMMITTEE BE ESTABLISHED IN EACH JUNIOR AND SENIOR HIGH SCHOOL.

In accordance with the agreement between the Detroit Board of Education and the Detroit Federation of Teachers, Local 23 (June 1, 1974-June 30, 1975), the Education Committee of the Education Task Force implores that the Central Board of Education and the Detroit Public Schools fulfill their obligation to implement the formation of a Guidance and Counseling Committee in each junior and senior high school.

The Education Committee believes the Committee should consist of: the guidance and counseling department head, department head of another subject area, a counselor, a teacher, a representative of the school administration, the building DFT representative, a representative of the student body, and a representative from the community.

This Committee would study and make recommendations for a guidance program that will provide for acceptance and recognition of each student in the school as an individual worthy of respect as a human being.

The agreement between the Board and the DFT suggests that the committee study and make recommendations in such areas as:

- modification of student behavior
- involvement of the total school in the function
- adjustment of the counselor-pupil ratio in order to fund additional clerical or co-op service
- career education
- job responsibilities as outlined in the Administrators' Handbook
- the report of the joint committee on "Plan for Restructuring Guidance and Counseling"
- any areas in which the Committee feels there is a need.

The Education Committee also urges that the Guidance and Counseling Committee develop programs that will facilitate guidance counselors functioning as student advocates. In addition, the "Restructured Program of Guidance and Counseling . . ." asks that counselors "develop a continuing program of student appraisal, student data analysis, and research in order to determine the constantly evolving needs of students and to make recommendations for appropriate change."

D. Professional Development: In-Service Training

7. IT IS NECESSARY THAT THE CENTRAL BOARD OF EDUCATION DEVELOP AN EXPANDED PROFESSIONAL DEVELOPMENT PROGRAM FOR ALL SCHOOL PERSONNEL COMMENSURATE WITH THEIR AREA OF RESPONSIBILITY IN IMPROVING GUIDANCE AND COUNSELING FOR STUDENTS.

Guidance, which is the activity of assisting students in establishing educational goals, solving problems, and making wise choices, cannot be separated from other educational experiences. All members of the school staff should be part of the guidance team. They all touch the lives of students, directly or indirectly. Kindness, words of advice, encouragement or caution from a secretary, custodian, school crossing guard, paraprofessional, or community aide are as essential to a positive guidance climate in a school as career guidance and scholarship information from a teacher, administrator or counselor. In addition, teachers, counselors, administrators and other staff members who have insight and knowledge about their students and their needs are better able to plan curriculum. A sound guidance program needs the cooperative participation of the central and region level administration, building staffs, students, parents, and other relevant adults, as well as community based agencies and institutions.

If a school is to have an effective guidance and counseling program, each member of the staff and the students should have a clear understanding of the major objectives and guidance services to be offered. They should also know their roles and functions and how they can make them work. Workshops and seminars can disseminate this information by providing in-service training or orientation services for all school and community personnel who will be involved.

E. Reallocation of Responsibilities

8. IT IS ESSENTIAL THAT THE CENTRAL BOARD OF EDUCATION SUPPORT THE GUIDANCE AND COUNSELING DEPARTMENT'S SUGGESTIONS FOR REORGANIZATION OF CERTAIN ROUTINE DUTIES, SUCH AS (1) CLERICAL SERVICES, (2) DISCIPLINE, (3) SPECIAL NON-COUNSELING FUNCTIONS, (4) COORDINATED ACTIVITIES.

The "Plan for Restructuring the Secondary School Guidance and Counseling Program in the Detroit Public Schools" (as amended March 21, 1974), and other documents prepared by the administrators and guidance and counseling staff suggests some ideas for developing plans and procedures that will enable guidance counselors to spend more time working with students. The rationale from a mimeographed document prepared by the Department of Pupil Personnel Services, explains the need for reorganizing priorities.

In order to fulfill the guidance needs of the students and improve guidance and counseling in the Detroit Public Schools, the role and duties of the counselors must be changed. Regardless of the other improvements made in counseling, until a major portion of the counselor's time in the school work day is committed to counseling with students in the areas of educational, vocational, and personal counseling, and to consulting with teachers, administrators, and parents as they in turn deal with students, the needs of the students will not be fulfilled to an adequate degree. For years, the volume of clerical duties assigned to counselors has been such that it has pre-empted time from work with students. Adequate secretarial service should relieve the counselor of much of the clerical details that currently take up half of the counseling time.

An additional document prepared for the Central Board suggests "Procedures for Reorganization of Certain Routine Duties Connected with Guidance Department Functions." The Education Committee supports the following areas of that reorganization plan.

The guidance department head will direct all ancillary duties that are removed from the counselor's direct responsibility. It is suggested that the department head consult with the guidance staff and administration in making an overall plan suitable for his particular school. Specific duties may then be delegated to clerical or other staff members who will be under the supervision of the department head.

In some instances, such as discipline, it will be necessary to establish a close working relationship with the assistant principal, and also with teachers who perform special tasks, such as test coordination.

The following is intended only as suggestions or guidelines for developing an individual school plan. However, it is essential that a complete and clear plan be cooperatively made with the school staff involved. In order to evaluate the effectiveness of the new plan in demonstration schools, certain areas of the plan must be consistently followed.

I. Clerical Services

- A. Full-time, paid, professional secretarial assistant to work cooperatively with the department head to:
 1. Make a schedule and plan for handling clerical duties for all counselors as listed.
 2. Supervise a pool of selected business education students (co-op or other), part-time clerical help, volunteer, or para-professionals.
 3. Make referrals to counselors when information indicates need.
- B. The following clerical duties will be performed by the clerical pool under the supervision of the department head and full-time secretarial assistant.
 1. Records and filing
 2. Issuing passes and excuses
 3. Posting and checking tardiness and attendance
 4. Issue bus cards and identification cards
 5. Screen incoming calls
 6. Secure homework assignments for absent students upon request
 7. Help maintain permanent records:
 - (a) Record results of group tests
 - (b) Record other information on student
 8. Prepare selected reports:
 - (a) Non-promotion
 - (b) Class membership
 9. Furnish information to and work closely with attendance aide in follow-up of students. Make referrals to counselor when indicated.
 10. Act as receptionist to screen discipline referrals and other student referrals to counselors.
 11. Assist with clerical-related tasks of preparing programs for data center and distribution to students.
 12. Assist in preparing 1002 and 1000 for teachers to record grades and prepare report cards for distribution to students.

II. Discipline

- A. The department head meets with counselors and assistant principal to organize a school plan.
 1. Forms
 2. Screening Process
 3. Referral Sequence

B. Suggested Referral Procedure

1. Department Head

- (a) With assistance of clerical aide and student assistants, screen minor discipline referrals, and:
 - (1) Refer to clerks for calls, passes, etc.
 - (2) Refer to counselor for follow-up
 - (3) Refer to assistant principal if serious or repeated offense
 - (4) Handle and follow-up
- (b) Guidance department head to work with teachers through departments and department heads to assist in developing ability to handle own problems and work effectively with students.
- (c) Work with guidance committee to draw up school guidelines and interpret to teachers and students.

2. Assistant Principal

- (a) Continue to handle behavior problems that require administrative action, such as:
 - (1) fighting
 - (2) smoking in building
 - (3) obscenity
 - (4) extremely defiant and aggressive behavior toward teachers or other staff members
 - (5) matters requiring police action
 - (6) damaging school property
 - (7) theft
 - (8) gangs -- loitering.

Students to be referred to counselor for follow-up after administrative action has been taken.

- (b) Assist in screening routine discipline cases when heavy overload or unusual circumstances occur.

3. Counselors

- (a) Work with students referred after disciplinary action has been taken.
- (b) Establish regular group counseling sessions for students who may need support, or who have established patterns of problems in getting along at school.
- (c) Work on regular basis with student who may need help to prevent involvement in problem behavior.
- (d) Work with teachers in helping them to be more effective in handling problem students or classes.
- (e) Participate in case conferences with teachers, social worker, and other special consultant help available.

III. Special Non-Counseling Functions

There are certain tasks connected with the organization of the school at the beginning and end of each semester that involve the guidance staff. It is suggested that the department head, counseling staff, and guidance committee work together to organize a plan to execute these in the most effective manner in each school.

A. Beginning of Semester

1. Organization and direction of record periods for students to:
 - (a) Complete forms
 - (b) Distribute programs to students
 - (c) Announcements, instructions, and orientations
 - (d) Locker and other assignments
2. Supervision of teachers in charge of record rooms.
3. Coordination of forms, correction of programs, and related tasks.
4. Coordination with central authority or administrative vehicle in the school for that purpose.
5. Periodic enrollment and scheduling of students during semester can be facilitated by the department head and referral to counselors.

B. End of Semester

1. Supervise teachers in work on permanent records:
 - (a) Checking proper forms for recorded grades
 - (b) Making available necessary instructions and equipment.

Note: Try to work with homeroom groups so that teachers can feel some continuity between record keeping and guidance of individual students or give time to teachers for in-service and hire clerical help to do the posting of records.

2. Report cards to students and student follow-up information preparing when indicated.

- C. Duties such as substitute teaching, lunchroom, halls, study hall duties, collection agency functions, such as books, library fees, etc., and first aid should be re-assigned by the administration. ;..

IV. Coordinated Activities

A. Test Coordination

1. Guidance department head be responsible in cooperation with assistant principal to:
 - (a) Conduct instructional sessions for teachers who administer tests.
 - (b) Arrange testing schedules.
2. Refer to and supervise any clerical connected testing work with clerical staff.
3. Plan for in-service for counselors in interpreting and orienting students for tests. (With central guidance staff.)

B. Scholarships.

The Education Committee is aware that it is impossible to review the reallocation of responsibilities for delivering improved counseling and guidance services without a similar review of other administrative and supervisory functions within a school. We trust that procedures will be initiated within each building to achieve this suggestion.

CONCLUSION

The Education Committee has highlighted eight recommendations. In addition, there are several sub-recommendations the Committee would like to advance:

- (1) It is imperative that the Central Board of Education direct the Office of School Housing to survey the housing needs of an improved Guidance and Counseling Department in each junior and senior high school to provide adequate facilities.
- (2) It is imperative that the Central Board of Education provide and protect adequate funds for each region to improve guidance and counseling.
 - (a) Award to each junior and senior high school a budget for materials, supplies and personnel costs which will include a guidance and counseling department head, counselors, aides and clerk-typists.
 - (b) Award to each elementary and middle school a budget for materials and supplies, in addition those personnel costs determined by the model appropriate for either that individual school or cluster.

The Education Committee is greatly appreciative for the outstanding cooperation of the Department of Pupil Personnel Services. They have given considerable time and thought to improving guidance and counseling. They need the help and assistance of the Central Board of Education and the administration to improve the delivery of services to students. We are positive the staff of this department can provide the leadership necessary to implement a strong, supportive guidance and counseling program.

APPENDIX A

COSTS

ESTIMATED COSTS OF IMPLEMENTING THE EDUCATION TASK FORCE GUIDANCE AND COUNSELING RECOMMENDATIONS IN THE DETROIT PUBLIC SCHOOLS.

The following budget will reflect the provision of guidance and counseling services in all Detroit Public Schools, including all city-wide schools, special schools (including schools for the deaf, partially seeing, orthopedic, and observation), and trade schools. The Education Committee believes that all Detroit Public School students need guidance and counseling, especially those with special needs.

I. REGION GUIDANCE AND COUNSELING SUPERVISORS

<u>Region 1-8</u>	<u>Totals</u>
5 Guidance and Counseling Supervisors (deployed from the Central to Region Administrative Offices)	No costs
3 Guidance and Counseling Supervisors 3 x \$21,590.00	\$64,770.00
8 Clerk-Typists 8 x \$6,096.00	<u>48,774.08</u>
Total	\$113,544.08

II. CITY-WIDE, ALL SPECIALS, TRADE SCHOOLS

Cass Tech.

1 Counselor Department Head 1 x \$18,156.50	\$ 18,156.50
8 Clerk-Typists 8 x \$6,096.76	48,774.08

All Specials, Trade Schools

21 Counselors 21 x \$14,735.00	309,435.00
10.5 Clerk-Typists 10.5 x \$6,096.76	<u>64,015.98</u>
Total	\$440,381.56

III. SENIOR HIGH SCHOOLS (Regions 1, 2, 3, 4, 6, 7, 8)

13 Counselor Department Heads	
13 x \$18,156.50	\$236,034.50
71 Clerk-Typists	
71 x \$6,096.76	<u>432,869.60</u>
Total	\$668,904.46

IV. JUNIOR HIGH SCHOOLS (Regions 1, 2, 3, 4, 5, 6, 7, 8)

49 Ass'tant Counselor Department Heads	
49 x \$16,961.00	\$831,089.00
72 Clerk-Typists	
72 x \$6,096.76	<u>438,966.72</u>
Total	\$1,270,055.72

V. ELEMENTARY-MIDDLE SCHOOLS (All Regions)

236 Counselors	
236 x \$14,735.00	\$3,477,460.00
118 Clerk-Typists	
118 x \$6,096.76	<u>719,417.68</u>
Total	\$4,196,877.68

VI. PARAPROFESSIONALS -- COMMUNITY AIDES

(minimum of one (1) per school @ \$2.25 per hour)

326 x \$5,000.00	<u>\$1,630,000.00</u>
Total	\$1,630,000.00

VII. MATERIALS AND SUPPLIES (All Schools)

326 x \$250.00	\$ 81,500.00
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Total	\$ 81,500.00
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**VIII. TOTAL COST OF IMPLEMENTING TASK FORCE
RECOMMENDATIONS**

A. Regional Supervisors	\$ 113,544.08
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B. City-wide, All Specials, Trade Schools	440,381.56
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C. Senior High Schools	668,904.46
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D. Junior High Schools	1,270,055.72
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E. Elementary-Middle Schools	4,196,877.68
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F. Paraprofessionals -- Community Aides	1,630,000.00
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G. Materials and Supplies	81,500.00
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Grand Total	<u>\$8,401,263.50</u>
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